Fourth Grade ICANS

Student's Name: _____

Math

Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
4.OA.A.1 I CAN iterpret a multiplication equation as a comparison (e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as much as 5). Represent verbal/written statements of multiplicative comparisons as multiplication equations.)				
4.OA.A.2 I CAN Multiply or divide to solve contextual problems involving multiplicative comparison, and distinguish multiplicative comparison from additive comparison. For example, school A has 300 students and school B has 600 students: to say that school B has two times as many students is an example of multiplicative comparison; to say that school B has 300 more students is an example of additive comparison.				
4.OA.A.3 I CAN solve multi-step contextual problems (posed with whole numbers and having whole-number answers using the four operations) including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity.				
4.OA.B.4 I CAN find factor pairs for whole numbers in the range 1–100 using models. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number is prime or composite and whether the given number is a multiple of a given one-digit number.				
4.OA.C.5 I CAN generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way				
Number and Operations in Base Ten	Q1	Q2	Q3	Q4
4.NF.A.1 I CAN explain why a fraction a/b is equivalent to a fraction (a x n)/(b x n) or (a ÷ n)/(b ÷ n) using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. For example, 3/4 = (3 x 2)/(4 x 2) = 6/8. Add your new text.				

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Number and Operations in Base Ten cont.	Q1	Q2	Q3	Q4
4.NF.A.2 I CAN compare two fractions with different numerators and different denominators by creating common denominators or common numerators or by comparing to a benchmark such as 0 or 1/2 or 1. Recognize that comparisons are valid only when the two fractions refer to the same whole. Use the symbols >, =, or < to show the relationship and justify the conclusions.				
4.NF.B.3 I CAN understand a fraction a/b with a > 1 as a sum of fractions 1/b. For example, 4/5 = 1/5 +1/5 + 1/5 + 1/5.				
a. I CAN understand addition and subtraction of fractions as joining and separating parts referring to the same whole.				
b. I CAN decompose a fraction into a sum of fractions with the same denominator in more than one way (e.g., 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8) recording each decomposition by an equation. Justify decompositions using a visual fraction model.				
c. I CAN add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction.				
d. I CAN solve contextual problems involving addition and subtraction of fractions referring to the same whole and having like denominators				
4.NF.B.4 I CAN apply and extend understanding of multiplication as repeated addition to multiply a whole number by a fraction.				
a. I CAN understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × 1/4, recording the conclusion by the equation 5/4 = 5 x 1/4.				
b.I CAN understand a multiple of a/b as a multiple of 1/b and use this understanding to multiply a whole number by a fraction. For example, use a visual fraction model to express 3 × 2/5 as 6 × 1/5, recognizing this product as 6/5. (In general, n x a/b = (n x a)/b = (n x a) x 1/b.)				
c. I CAN solve contextual problems involving multiplication of a whole number by a fraction (e.g., by using visual fraction models and equations to represent the problem). For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 4 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?				

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4.NF.C.5 I CAN express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.				
4.NF.C.6 I CAN read and write decimal notation for fractions with denominators 10 or 100. Locate these decimals on a number line.				
4.NF.C.7 I CAN Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Use the symbols >, =, or < to show the relationship and justify the conclusions.				
Measurement and Data	Q1	Q2	Q3	Q4
4.MD.A.1 I CAN measure and estimate to determine relative sizes of measurement units within a single system of measurement involving length, liquid volume, and mass/weight of objects using customary and metric units.				
4.MD.A.2 I CAN solve one- or two-step real-world problems involving whole number measurements (including length, liquid volume, mass/weight, time, and money) with all four operations within a single system of measurement. (Contexts need not include conversions.)				
4.MD.A.3 I CAN Know and apply the area and perimeter formulas for rectangles in real- world and mathematical contexts. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.				
4.MD.B.4 I CAN Make a line plot to display a data set of measurements in fractions of the same unit (1/2 or 1/4 or 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.				
4.MD.C.5 I CAN recognize angles as geometric shapes that are formed wherever two rays share a common endpoint; and understand concepts of angle measurement.				
a. I CAN understand that an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle.				

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b. I CAN understand that an angle that turns through 1/360 of a circle is called a "onedegree angle," and can be used to measure angles. An angle that turns through n one-degree angles is said to have an angle measure of n degrees and represents a fractional portion of the circle.				
4.MD.C.6 I CAN measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.				
4.MD.C.7 I CAN recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems. (e.g., by using an equation with a symbol for the unknown angle measure).				
Geometry	Q1	Q2	Q3	Q4
4.G.A.1 I CAN draw points, lines, line segments, rays, angles (right, acute, obtuse, straight, reflex), and perpendicular and parallel lines. Identify these in two- dimensional figures.				
4.G.A.2 I CAN classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Classify triangles based on the measure of the angles as right, acute, or obtuse.				
4.G.A.3 I CAN recognize and draw lines of symmetry for two-dimensional figures.				
Notes				